



Subject Vision: History

“A people without the knowledge of their past history, origin and culture is like a tree without roots.”

Marcus Garvey

What do we love about our subject?

- It allows for an exploration into other societies and civilisations, allowing for comparisons between the past and present. What has changed? What has been influenced? What do we now do because of past civilisations? It creates an intriguing link between people from hundreds, and even thousands, of years ago and today.
- It allows everyone to become archaeologists – we can use sources to gather evidence and make speculations about the past without being ‘experts’.
- History develops an understanding of the wider world and how the past can affect life today. The curriculum gives children access to information about how other people live and that it might differ from their own lives.

How do we want our pupils to talk about our subject?

- To be enthusiastic about seeking new information and knowledge about the past.
- To enjoy looking through sources and making their own speculations about the past, drawing on the ideas of their peers to develop their own thinking.
- To speak about past cultures, civilisations and societies with respect, understanding how we can use the past to understand some aspects of our life today.
- To be able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- To understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups.

What are some of the big ideas in our subject? (NC Aims & school aims?)

- To establish a clear understanding of chronology through the use of timelines.
- To understand how we can use primary and secondary sources to find out information and make tentative speculations about the past.
- To understand how the past affects life today.
- To establish a curriculum that meets the needs of all pupils and challenges everyone.
- To be able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- To understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups.
- To understand how Britain has been influenced by the wider world.

What are some of the things we would love to teach in this subject?

- More recent history with older children as there are more sources available and a greater scope for developing history-related skills.
- Subjects with greater amounts of primary sources to enable access to more information.
- Consider how to reframe topics so that they are broader and allow for comparisons and links between prior learning.